

Florida Safe Routes to School Program

Background, Application & Evaluation Overview

Sarita Taylor, Florida SRTS Coordinator – FDOT Safety Office

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What is Safe Routes to School?

Sustained efforts by parents, schools, community leaders and local, state, and federal governments to improve the health and well-being of students by enabling and encouraging them to walk and bicycle to school.

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The Federal SRTS Program was established in September, 2005

- \$1,146,511,860 to States
 - Infrastructure (70% - 90%) & Non-Infrastructure (10%-30%)
 - Funded through September 2012
- More information:
FHWA <http://safety.fhwa.dot.gov/saferoutes>
SRTS Clearinghouse www.saferoutesinfo.org

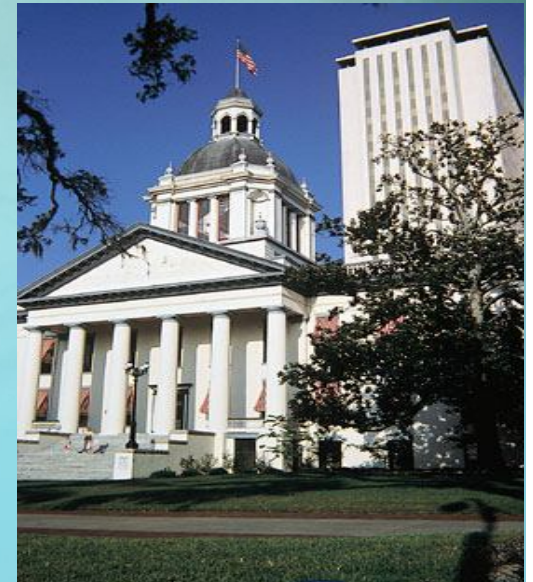


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How did Florida do under SAFETEA-LU?

- \$58 million thru September 30, 2012
- Most funds distributed to 7 Districts
- Program managed by District under state guidelines and SRTS Coordinator
- 269 SRTS projects and programs
- Reached over 1000 schools



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Florida's SRTS Program Structure

State SRTS Coordinator

- Established Guidelines, forms & website
- Provides program direction, training, project review & communication

District SRTS Contacts

- Overall responsibility for SRTS day to day contact with local schools, governments and others
- Review and rank applications and project sites, for submittal to State SRTS Coordinator

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What we have learned

- Lots of interest in program – more applications than can be funded
- SRTS takes a lot of work, but it is definitely worth it
- We started with a good process and have made modification as we learn more
- It takes all of the 5 E's to have a successful SRTS program

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The 5 E's of Safe Routes to School



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5 E's - EDUCATION

Educate about pedestrian and bicycle safety

- Students



- Parents, neighbors and other drivers
 - www.alerttodayflorida.com



5 E's - ENCOURAGEMENT

Encourage to increase the popularity of walking and biking safely.

- Walking School Buses
- Bike Trains
- Walk to School Days
- Bike to School Days
- Frequent walker and biker programs



5 E's - ENFORCEMENT



- Increases awareness of pedestrian and bicyclist
- Improves driver behavior
- Helps students follow traffic rules
- Decreases parent perceptions of danger

5 E's - ENGINEERING

Engineer for safe passage around the school and along the school route.

- Creates safer, more accessible settings walking and biking
- Can influence the way people behave



5 E's - EVALUATION

Evaluate using

- Student Travel Tally and
- Parent Survey

The image shows two overlapping forms. The top form is the 'Safe Routes to School Students Arrival and Departure Tally Sheet'. It includes fields for School Name, Teacher's First Name, Teacher's Last Name, and Grade. It has a grid for recording student arrival and departure times by mode (Walk, Bike, Carpool, etc.) for each day of the week. A key explains the symbols used in the grid. The bottom form is the 'Parent Survey About Walking and Biking to School'. It includes a section for 'Dear Parent or Caregiver' and a section for 'CAPITAL LETTERS ONLY - BLUE OR BLACK INK ONLY'. It contains questions about the child's grade, how many children brought home the survey, what street intersection was nearest, how far the child lives from school, and how long it takes to get to school.



Steps to Creating a Safe Routes to School Program

1. Bring together the right people
2. Gather information and identify issues
3. Identify solutions
4. Develop a plan
5. Fund the plan
6. Act on the plan
7. Evaluate, make changes and keep moving

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1. Bring together the right people



Start with an existing committee with most of the right people and add the rest: like a CTST (make this a sub-committee), Safe Kids Coalition or a School Safety Committee. Make sure to include members from the 5 E's.

steps

2. Identify Problems & Involve Many Partners

Example: Walkability Audits of School & neighborhood

Involve adults from many backgrounds, including neighbors who would be affected by a proposed project.

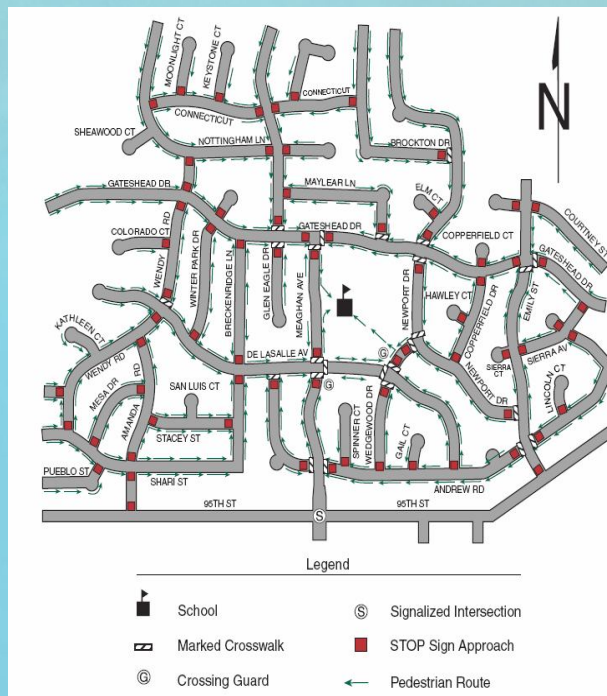


Also involve students. They use the facilities every day, know the problems and can provide solutions.

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Example: School Walk Route Map



A school site plan should include a school walk route map:

- School facilities
- School entrances
- Crosswalks, streets, sidewalks
- Traffic control devices
- Adult crossing guards
- Student safety patrols
- Designated walking routes

steps

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3. IDENTIFY SOLUTIONS

List the goals and actions that will increase safety for cyclists and pedestrians and encourage more walking and bicycling to school. Clearly define:

1. Who is responsible?
2. Timeline for completion?
3. What resources are needed?

EXAMPLE ACTION ITEMS

ENGINEERING

- Flashing School Crossing Signs
- Bike Lanes

EDUCATION

- Local dignitary speaking to students on bike/ped safety

ENFORCEMENT

- Speed monitors
- Bike patrols

ENCOURAGEMENT

- Parents informed of biking and walking importance
- School wide event

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MORE EXAMPLE ACTION ITEMS

ANYTOWN SCHOOL'S 5 E's ACTION PLAN

Education Actions	Responsibility	Time Frame	Cost
Bike/Walk Safety Instruction	School	Next Fall	Low
Encouragement Actions	Responsibility	Time Frame	Cost
Walking/Rolling School Bus	School	Next Fall	Low
Engineering Actions	Responsibility	Time Frame	Cost
Stripe crosswalks near school	Municipality	Next Spring-Summer	Low
Fix sidewalks on Main Street	Municipality	2-3 years	High
Evaluation Actions	Responsibility	Time Frame	Cost
Survey, Mode Choice of Students	School	Annually	Low
Crash data review	Police	Annually	Low
Enforcement Actions	Responsibility	Time Frame	Cost
Yield to pedestrians at crosswalks	Police	Ongoing	Low

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4. MAKE A PLAN

- Encouragement
- Enforcement
- Education
- Engineering strategies
- Evaluation

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5. FUND THE PLAN

There are several places to seek funding for SRTS program activities including:

- Florida's SRTS program
- Transportation Alternatives, Congestion Mitigation and Air Quality and Surface Transportation Program
- Environmental and air quality funds
- Health and physical activity funds
- County and city funding
- Philanthropic organizations

FLORIDA'S SRTS APPLICATION

Call for Applications December 1 – March 31

Eligible Applicants are Kindergarten through 12th grade schools or any school that has several of those grades.

Eligible Maintaining Agencies are:

- FDOT
- Counties
- Cities

Applicants are encouraged to engage other partnerships

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WWW.SRTSFL.ORG

- Basic Program Information
- Application Guidelines
- Form
- SRTS Updates
- Website Resources List
- Helpful Links

Florida Department of Transportation Change of Address Page

The page you're trying to view has changed or moved. We apologize for any inconvenience.

Please update your bookmarks.

- [I-395 Miami](#)
- [Safe Routes To School Program](#) (SRTSFL)

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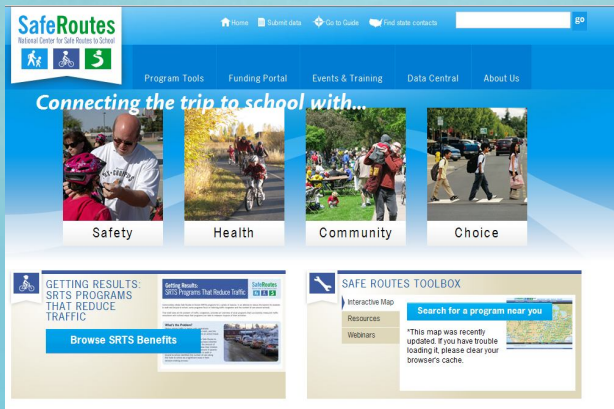
Application Process

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Collect Data

Conduct the Travel Tally & Parent's Survey



Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY - BLUE OR BLACK INK ONLY

School Name: Teacher's First Name: Teacher's Last Name:

Grade: (K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) Monday's Date (month, day, and year): Number of Students Enrolled in Class:

* Please conduct these counts on two of the following three days: Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted).
 * Please do not conduct these counts on Mondays or Fridays.
 * Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each student has only one answer choice.
 * Ask your students as a group the question: "How did you arrive at school today?"
 * Then, read each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
 * Follow the same procedure for the question: "How do you plan to leave for home after school?"
 * You can conduct the counts once per day, but during the counts please ask students both the school arrival and departure questions.
 * Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and fill in the number of students in each class.
Step 2. AM - "How did you arrive at school today?" Record the number of hands for each answer.
 PM - "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sample AM	☀	1	2	3	4	5	6	7	8
Sample PM	☀	1	2	3	4	5	6	7	8
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+

<http://www.saferoutesinfo.org/>



Fill out Infrastructure Application

The Infrastructure Application Form is an official FDOT form #500-000-30.

Search for it by number at this website:

<http://www2.dot.state.fl.us/proceduraldocuments/forms/ByNumber.asp?index=5>.

The Word version can be filled in electronically.

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SECTION 1 – School, Applicant & Maintaining Agency Information

General applicant information

Signature of School Board or School Representative – Mandatory

Maintaining Agency Signature

MPO/TPO Support/Signature

		Florida's Safe Routes to School Infrastructure Application Call for Applications <i>Note: fields will expand as needed</i>			
Section 1 – School, Applicant & Maintaining Agency Information					
<small>Notes: Signatures confirm the commitment of the Applicant and Maintaining Agency to follow the Guidelines of the Florida's Safe Routes to School Program. The Maintaining Agency is generally responsible for entering into a Local Agency Program (LAP) agreement with the FDOT to design, construct, &/or maintain the project. Districts have the option to design and/or construct it, but the Maintaining Agency is always responsible for maintaining the project. Check with your District to see how they are handling these issues.</small>					
County: _____		City: _____		Congressional District: _____	
School Name: _____		Type: <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/>		School Board: <input type="checkbox"/> Private School: <input type="checkbox"/> Maintaining Agency: <input type="checkbox"/>	
Name of Applicant Agency/Organization: _____					
Contact Person: _____		Title: _____			
Mailing Address: _____					
City: _____		State: FLORIDA		Zip: _____	
Daytime Phone: _____		E-mail: _____		Date: _____	
Signature: _____					
Signature of School Board or school representative mandatory when different from applicant:					
Signature: _____		Date: _____			
Typed name: _____		Title: _____			
Check below which of the required agencies is the Maintaining Agency:					
City: <input type="checkbox"/>		County: <input type="checkbox"/>		Florida Department of Transportation: <input type="checkbox"/> District: _____	
Name of Maintaining Agency: _____		DUNS Number: _____			
Contact Person: _____		Title: _____			
Mailing Address: _____					
Daytime Phone: _____		E-mail: _____		City: _____	
		State: FLORIDA		Zip: _____	
Note: your signature below indicates your agency's willingness to enter into a LAP or other formal agreement with FDOT to complete the project if selected for funding.					
Signature: _____		Date: _____			
Metropolitan/Transportation Planning Organization (M/TPO) Support: If the city or county is located within an MPO/TPO urban area boundary, the MPO/TPO representative must fill in the required information below, to indicate support for the proposed project:					
Name of MPO: _____					
Contact Person: _____		Title: _____			
Mailing Address: _____					
City: _____		State: FLORIDA		Zip: _____	
Daytime Phone: _____		E-mail: _____		Date: _____	
Signature: _____					

Section 2 – Eligibility and Feasibility Criteria

School-Based SRTS Committee

Travel Tally and Parent Survey

Right of Way

Certified

Phase Responsibility

Maintenance Agreement

Public Support

Bicycle/Pedestrian Priority

FDOT FORM # 500-000-30

Section 2 – Eligibility and Feasibility Criteria

Notes: This section will help FDOT determine the eligibility and feasibility of the proposed project. Except for the questions in 2A-2C below answering "No" does not constitute elimination from project consideration. You must fulfill requirements in 2A-2C below before applying!

A1. Has a school-based SRTS Committee (including school representation) been formed? ☐ Yes ☐ No

A2. Has at least one meeting of this committee been held? Attach sign in sheet & minutes ☐ Yes ☐ No

A3. Public notification of SRTS meeting? ☐ Yes ☐ No

B1. Does the school agree to provide required data before and after the project is built, using the NCSRTS Student In-Class Travel Tally and Parent Survey forms at <http://www.saferoutesinfo.org/resources/index.cfm> following the schedule provided by the District? ☐ Yes ☐ No

B2. Have you attached the National Center's data summary for the Student In-Class Travel Tally and Parent Survey forms to this application? ☐ Yes ☐ No

B3. Are the Student In-Class Travel Tally and Parent Survey data summaries attached? ☐ Yes ☐ No

Note: Project planning cannot go forward until public right of way or permanent public access to the land for the proposed project is documented to the District.

C. Have you provided either survey/as-built or right of way documentation that provides detail to show that adequate right of way exists for proposed improvement? ☐ Yes ☐ No

D. Is the Maintaining Agency Local Agency Program (LAP) Certified? ☒ Yes ☐ No

If No:
Are they willing to become LAP Certified? ☐ Yes ☐ No
If the agency is not willing to become LAP Certified, explain how this project could be built without this certification: _____

E. Who do you propose to be responsible for each phase of the project?

Design: ☐ City ☐ County ☐ Other, Including FDOT (Explain below)

Construction: ☐ City ☐ County ☐ Other, Including FDOT (Explain below)

Maintenance: ☐ City ☐ County ☐ Other, Including FDOT (Explain below)

If you checked **Other, including FDOT** for any of the above, please explain the responsible party for each phase, including who you have been talking to about this: _____

F. Is the County/City willing to enter into an agreement with FDOT to do the following, if the District decides this is the best way to get the project completed:

Install and/or maintain any traffic engineering equipment included in this project? ☐ Yes ☐ No

Construct and maintain the project on a state road? ☐ Yes ☐ No ☐ N/A

G. Public Support - Explain your public information or public involvement process below. You may attach up to six unique letters, on official letterhead, from groups indicated below. The letters should indicate why and how the authors can support the proposed project at the affected school.

What neighborhood association or other neighborhood meetings have been held to inform neighbors directly affected by this proposed project and the reaction? _____

What PTA/PTO/school meetings have been held to inform parents and school staff about this project and the reaction? _____

Explain what other public meetings have been held, such as Metropolitan Planning Organizations, Regional Planning Councils, Citizens' Advisory Committees, Bicycle/Pedestrian Advisory Councils and Community Traffic Safety Teams and the reaction? _____

Explain what articles or letters to the editor have been written for newspapers, etc. and the reaction. _____

Please indicate whether you have attached letters of support from Law Enforcement or other individuals or groups not previously mentioned: ☐ Yes ☐ No

H. If the proposed project has been identified as a priority in a Bicycle/Pedestrian or other Plan, or is a missing link in a pedestrian or bicycle system, please explain: _____

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LAP

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Section 3 – Background Information – 5 E's

Section 3 – Background Information: Five E's	
<small>Notes: SRTS is designed to be a comprehensive program. Describe the efforts your school and community have made to address the identified problem through each E so far, and what is planned in the future for each. Each box must be filled in. For more information on the E's, see Florida's SRTS Guidelines and the SRTS Guide: http://www.saferoutesinfo.org/guide/</small>	
1. Engineering	
1A. Past: <input type="text"/>	1B. Future: <input type="text"/>
2. Education: If your school has taught or plans to teach the Florida Traffic and Bicycle Safety Education Program (FTBSEP; see: http://www.dcp.ufl.edu/centers/trafficSafetyEd/) or other education program, please provide details below.	
2A. Past: <input type="text"/>	2B. Future: <input type="text"/>
3. Encouragement	
3A. Past: <input type="text"/>	3B. Future: <input type="text"/>
4. Enforcement	
4A. Past: <input type="text"/>	4B. Future: <input type="text"/>
5. Evaluation	
5A. Past: <input type="text"/>	5B. Future: <input type="text"/>

What has been done in the past and what is planned for the future for each of the five E's:

- Engineering
- Education
- Encouragement
- Enforcement
- Evaluation

NOTE: This section helps us decide whether the proper planning has been done at your school. We do not recommend that one person fill out multiple applications, since they often end up sounding identical. We need to know what makes your school unique and why it deserves funding instead of another school.

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Section 4 – Problem Identification

Section 4 – Problem Identification	
<i>This section will help us understand your school's situation. If the proposed project includes more than one school, please give the requested information for each school.</i>	
A. HAZARDOUS WALKING CONDITIONS Opportunity to resolve a documented hazardous walking condition and eliminate the resultant school busing. <input type="checkbox"/> Yes <input type="checkbox"/> No Include a discussion of public support for the project if busing were eliminated: _____	
B. Are many students already walking or bicycling to this school in less than ideal conditions? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes: <ul style="list-style-type: none">Explain more about the number of students affected: _____Explain more about the conditions/obstacles which prevent walking or bicycling to your school: _____	
C. Are enough students living near the school to allow many to walk or bike to school if conditions were improved? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes: <ul style="list-style-type: none">Explain more about the number of student living near the school and how this relates to the anticipated success of the proposed SRTS project: _____	
D. Write a brief history of the neighborhood traffic issues as background for the proposed project: _____	
E. How do the demographics of the school population relate to the anticipated success of the proposed SRTS project? For instance, is there a population of students near the school from a culture which traditionally walks a lot? _____	
F. Provide the percent of free or reduced lunch program at the affected school: _____	
G. STUDENT TRAVEL DATA: 1. School data: based on the <u>Student In-Class Travel Tally</u>: a. Number of students currently walking to school: _____ b. Number of students currently biking to school: _____ c. Total currently walking or biking to school (add a & b) _____ d. Number of students in this school: _____ e. Percent of student in school currently walking or biking to school: (c divided by d): _____ 2. Route Data: a. Number of students from the affected schools living along the proposed route: _____ b. Based on (mark all that apply): *Existing School Data: <input type="checkbox"/> *Visual Observation Survey: <input type="checkbox"/> *Estimates: <input type="checkbox"/> c. Number of student currently walking or biking along this route: _____ d. Number of student who could walk or bike along the proposed route after improvements: _____	

Hazardous Walking Conditions

Walking/Biking in Less Than Ideal Conditions

How Many Can Walk/Bike to School

Neighborhood Traffic

Demographics

Reduced Lunch Program

Student Travel Data

Route Data

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Section 5 – Specific Infrastructure Improvement(s) Requested

Section 5 – Specific Infrastructure Improvement(s) Requested		
A. LOCATION <i>Note: the entire proposed project must be within 2 miles of the school and in the attendance area for the affected schools.</i>		
Request #1 St. Name: <input type="text"/>	Maintaining Agency: <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> State	
From: <input type="text"/>	To: <input type="text"/>	
Project's closest point to school: <input type="checkbox"/> 0 to ½ mile; <input type="checkbox"/> ½ to 1 mile; <input type="checkbox"/> 1 to 1 ½ miles; <input type="checkbox"/> 1 ½ miles+		
Request #2 St. Name: <input type="text"/>	Maintaining Agency: <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> State	
From: <input type="text"/>	To: <input type="text"/>	
Project's closest point to school: <input type="checkbox"/> 0 to ½ mile; <input type="checkbox"/> ½ to 1 mile; <input type="checkbox"/> 1 to 1 ½ miles; <input type="checkbox"/> 1 ½ miles+		
See Attachment for additional project sites: <input type="checkbox"/>		
Discuss the projects' proximity (within 2 miles) to other facilities which might also benefit from the project, such as other schools or colleges, parks, playgrounds, libraries, or other pedestrian destinations: <input type="text"/>		
B. SIDEWALK, BIKE LANE, PAVED SHOULDER, OR SHARED USE PATH		
<input type="checkbox"/> Continuation of Existing Sidewalk	<input type="checkbox"/> New Sidewalk	
<input type="checkbox"/> Continuation of Existing Bike Lane	<input type="checkbox"/> New Bike Lane (includes re-striping or reconstruction)	
<input type="checkbox"/> Continuation of Paved Shoulder	<input type="checkbox"/> New Paved Shoulder	
<input type="checkbox"/> Continuation of Shared Use Path	<input type="checkbox"/> New Shared Use Path	
Comments: describe below your requests in detail, including location, length, side of road, etc.		
Request #1: <input type="text"/>		
Request #2: <input type="text"/>		
See Attachment for additional project sites: <input type="checkbox"/>		
Describe any other requests: <input type="text"/>		
C. TRAFFIC CONTROLS Mark all that apply in regard to traffic control devices:		
<input type="checkbox"/> We have all necessary traffic control devices (Proceed to E)		
<input type="checkbox"/> We need pedestrian signals (features)	<input type="checkbox"/> We need other school-related signals	
<input type="checkbox"/> We need traffic signs	<input type="checkbox"/> We need other school-related signs	
<input type="checkbox"/> We need marked crosswalks	<input type="checkbox"/> We need other roadway markings	
Describe the existing and needed traffic controls: <input type="text"/>		
D. TRAFFIC DATA <i>Notes: Posted Speed Limit is required. AADT stands for Average Annual Daily Traffic</i>		
St 1: Posted Speed Limit: <input type="text"/>	Operating Speed: <input type="text"/>	AADT: <input type="text"/>
St 2: Posted Speed Limit: <input type="text"/>	Operating Speed: <input type="text"/>	AADT: <input type="text"/>

Location – must be within 2 miles of school

Sidewalk, Bike Lane, Paved Shoulder or Shared Use Path

Traffic Controls

Traffic Data

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Section 6 & 6B – Cost Estimate & Narrative

Section 6 – Cost Estimate

This is designed to give FDOT a reasonable estimate of the cost of project. Make this cost estimate as accurate as possible.

- FDOT Transportation Costs website gives various resources, including FDOT District contact in the Estimates Offices, who can help you with your cost estimate: www.dot.state.fl.us/planning/policy/costs/default.shtm

Projects must follow appropriate design criteria. Projects on the State Highway System must follow the criteria in the Plans Preparation Manual (PPM) and FDOT Design Standards. Projects on local systems must meet the minimum the minimum standards and criteria in the Manual of Uniform Minimum Standards for Design, Construction and Maintenance for streets and Highways (Florida Greenbook). These documents can be found on FDOT's web site at: www.dot.state.fl.us/rddesign/CS/CS.shtm

Construction Cost	
Maintenance of Traffic (MOT)	
Mobilization	
Subtotal	
Contingency (15% of Subtotal)	
Total Construction Cost	
Professional Engineering Design (15% of Total)	
Construction Engineering and Inspection (15% of Total)	
GRAND TOTAL	

Section 6B– Cost Estimate Narrative

Attach a **MANDATORY** itemization of the construction costs & quantities by pay item.

NAME OF COST ESTIMATOR:

Construction Cost
Maintenance of Traffic
Mobilization

Contingency
TOTAL CONSTRUCTION COST

Professional Engineering Design
Construction Engineering and Inspection

GRAND TOTAL

Itemize Construction Costs
Name of Cost Estimator

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Section 7 – Submission Checklist

Section 7 - Submission Checklist

Notes: These will be counted toward total application score.

REQUIRED:

- A. ☐ Color project map showing school location
- B. ☐ Map showing existing conditions
- C. ☐ Map showing proposed improvements
- D. ☐ Map showing where students attending school live

ADDITIONAL:

- E. ☐ Traffic/Engineering report evaluating the problem
- F. ☐ Crash Data
- G. ☐ Color Digital photos showing existing conditions

REQUIRED:

- Color map showing school location
- Map showing existing conditions
- Map showing proposed improvements
- Map showing where students school live

ADDITIONAL:

- Traffic/Engineering Report evaluating problem
- Crash Data
- Color Digital Photos showing existing conditions

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SUBMIT APPLICATIONS TO

Dist	Contact	Phone	Email
1	David Jones	863-519-2247	David.Jones@dot.state.fl.us
2	Jeff Scott	904-360-5644	Jeffrey.Scott@dot.state.fl.us
3	Michael Lewis	850-330-1266	Mike.Lewis@dot.state.fl.us
	Barbara Lee	850-330-1428	Barbara.Lee@dot.state.fl.us
4	Tracey Xie	954-777-4355	Yujing.Xie@dot.state.fl.us
5	Tony Nosse	386-943-5334	Anthony.Nosse@dot.state.fl.us
	Joan Carter	386-943-5335	Joan.Carter@dot.state.fl.us
6	Misleidys Leon	305-470-5345	Misleidys.Leon@dot.state.fl.us
7	Matt Weaver	813-975-6254	Matthew.Weaver@dot.state.fl.us

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Application Review Process

- District
 - ✓ District Safety Engineer makes sure applications are complete
 - ✓ Evaluation committee ranks applications using the SRTS Infrastructure Scoring Form
 - ✓ Does on-site inspection of the project sites or orders a concept report to make sure they are feasible to build
 - ✓ Submits selected projects to State SRTS Coordinator

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Application Review Process (cont.)

- State SRTS Coordinator reviews Districts request
- Send request approval to Districts
- Districts send notification to applicants

6. ACT ON PLAN

- Hold a fun-filled kick-off event and invite the media.
- Participate in Walk\Bike to School Day or celebrate Walking Wednesdays.
- Start walking activities before, during or after school right on the school grounds.

Enforcement, education, encouragement and engineering strategies will all come together as pieces of the plan are implemented.

7. EVALUATE, MAKE IMPROVEMENTS & KEEP MOVING FORWARD

Monitor and identify which strategies are increasing the number of students safely walking and bicycling to school.

Consider how to sustain energy and interest in the program so that students continue to walk and bicycle to school safely.

- Let people know about the successes.
- Encourage policy changes.
- Create a permanent committee

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WRAP UP & QUESTIONS

- Safe Routes projects take a lot of work and effort, but are definitely worth it.
- It takes all of the 5 E's to have a successful SRTS program.
- Help is available with the application process.

QUESTIONS???

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